UNESCO SOURCES

N° 57 - APRIL 1994

STITCH IN TIME...

NEWLY ESTABLISHED STATES

Zofija Klemen-Krek
Secretary-General
UNESCO National Commission
Ljubljana (Slovenia)

UNESCO Sources is an interesting and very resourceful periodical. Soon, I hope, our National Commission will have enough staff to distribute it more widely to provide more information to the general public.

It was just today, however, in glancing at Sources' October 1993 issue (No. 51) devoted to *"Eastern Europe: A Baptism of Fire"*, I stopped at the map on page 12. It is true that on the map you present educational data for 1990,1991 and 1992, but the article, on Albania, discusses the present situation. Therefore I would like to draw your attention to the fact that the map does not take into account the newly established states on the territory of former Yugoslavia. It is probably not necessary to explain to you that we are very sensitive about these matters.

WHITHER RENEWABLE ENERGIES?

Dr. A. Jagadeesh, Joint Director
Shri AMM Murugappa Chettiar Research Centre
Madras (India)

I read with interest the excellent coverage on "Renewable Energies: The Prodigal Sun" in Sources January (No. 54) issue.

As a person involved in renewable energy sources research and promotion for over two decades, I would like to share my views on this vital subject.

For remote areas where commercial power is unavailable or too costly, alternative energy sources are of immense value. Without them, many communications systems such as rural telephone and radio would not be in existence today.

For many years, diesel and thermoelectric generators were a major power source in these areas, but both of these systems require expensive fuel which must be transported to sites where access is difficult, and in the case of diesel generators, the problem is compounded by the necessity of regular maintenance visits.

Stand-alone photovoltaic and wind turbine systems also have their advantages and disadvantages. A major problem with both is the necessity to provide storage to compensate for sunless or windless periods.

By careful selection based on climatic conditions, therefore, the most cost-effective system may be one which integrates solar, wind and a fossil-fuelled source (diesel, thermoelectric, gas/propane) under computer control.

Such hybrid systems for remote communications applications range between 25W to 5kW and provide power for fibre optic systems, TV repeaters, microwave repeaters, military security systems, UHF and VHF radio repeaters, forestry communications and data communications.

As fossil fuel, transportation and labour costs escalate, hybrid systems continue to permeate the remote site power market previously dominated by diesels and thermoelectric generators. Economics aside, the main attraction to communications systems operators is increased reliability.

It is estimated that, taken together, all forms of renewable energies will provide the world with approximately 25 percent of energy needs by the year 2000.

BARELY A GLIMPSE

Kabeya Mukeba
President
Association UNESCO Energie Solaire au Zaire
Kinshasa (Zaire)

I read with great interest the article on page 9 of your October 1993 issue (No. 51) entitled *"Angheluta Vadineanu: Pioneer"*. This aspect of ecology coincides with my own area of research and with one of the objectives pursued by our association.

I was, however, unable to get a clear view of the subject at hand, not even a few rough elements of basic information. In fact, the article gives us barely a glimpse, neither precise or concise. The work of Professor Vadineanu and his difficulties are not clearly presented.

COMPLEMENTARY INFORMATION

Jacques E. Godchot
Representative to UNESCO
Society for International Development
Paris

It was with great interest that I read the dossier in UNESCO Sources February issue (No. 55). I warmly congratulate you on your effort to show the tourist-nature face-to-face, full of anxieties for the future.

As complementary information to your dossier, I would like to call your attention to a new book, just published by the Presses Universitaires de France entitled *"Tourisme: chance pour l'économie, risque pour les sociétés?"* of which I am one of the authors. I would be very happy if this book could make a contribution to your campaign.

READEX FICHE

THE LOGIC OF IT ALL

For the first time ever the Group of Seven - the world's seven richest economic powers, meeting in Detroit (USA) from March 14-15, opened its doors to Labour Ministers. Better late than never said the observers. Although only a seminar, at which no decisions were taken or communiqué issued, the meeting clearly signalled that fears of mass unemployment are becoming acute.

Over the past 20 years the percentage of jobless in the European Union has multiplied five-fold. In North America and Japan it has doubled, while the Third World now counts 800 million un- or under-employed. Political leaders have interpreted this as the disagreable but temporary consequences of two trends - the scientific and technological revolution and the globalization of the economy. They have also been convinced that, combined with the logic of the present system, these trends would eventually bring back full employment.

However, quite a different point of view has been expressed by governments through UNESCO. "It is vital that we radically change our behaviour and criteria with regard to... production, to employment and to material well-being" notes a preliminary draft of the next Medium Term Plan. The present logic by which we operate is not "sustainable". It is causing too much damage to the environment for one thing. And then, can a system that only deepens the gulf between North and South and increases poverty and exclusion be considered "human"?

The first interpretation reflects the demands of day-to-day management while the latter is based on a long-range vision. Or, perhaps the contradiction between them is a sign of complete confusion...

UNESCO's mission "to analyse emerging trends and their probable evolution ... (to be able to) alert opinion and mobilize the international community" could not be more timely or more justified.

René LEFORT

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UNESCO SOURCES

BOOKS

THE ROMAN EMPIRE

The history of the Roman Empire is the story of its amazing experience from just a tiny settlement. First, Rome spread

from the nearby hills to the entire Italian peninsula. From there it expanded to North Africa, Spain, Greece, Asia Minor, France, Britain, Germany and Egypt. All this took place in a period that began around 500 B.C., and lasted until the Middle Ages. Throughout Europe, Roman civilization has left behind countless traces, notably in architecture. A number of Roman ruins are World Heritage sites: the historic centre of Rome in Italy, the monuments of Trier in Germany, Hadrian's Wall in Great Britain, the aqueduct of Segovia in Spain, and in France, the ancient theater and arch of triumph of Orange, the Roman monuments of Arles and the Pont du Gard. In studying them, we find a key to the cultural riches that Roman civilization has left us. Most of these sites are included in this richly illustrated book. It is part of a World Heritage series which features spectacular colour photos of cultural and natural sites and explains their historic, cultural and scientific importance. Other titles include: Inca Civilization, The Chinese Empire, Coral Reefs, Prehistoric Stone Monuments, etc.

● ***The Roman Empire***, *in the World Heritage series. UNESCO/Children's Press, Chicago 1993, 35 pp., 78 FF.*

REPRESENTATIVE WORKS

SOURCEBOOK OF KOREAN CIVILIZATION

Volume I: **From Early Times to the Sixteenth Century**. This volume is part I of a two-volume anthology, the most comprehensive ever assembled on Korean civilization from ancient times through World War II. Encompassing social, intellectual, religious and literary traditions, it reveals the grand corpus of thought, beliefs, and customs unique to the Korean people. Arranged chronologically, it is divided into five major epochs: the Three Kingdoms and Unified Silla (57 B.C. - 935), Koryo (918-1392), Early Choson (1392-1600), Late Choson (1600-1860), and Modern (1860 - 1945). Each of the sections begins with a broad historical introduction followed by extracts of representative writings which allow each period to speak for itself. Volume I features the first three periods.

● ***Sourcebook of Korean Civilization***, *by Peter H. Lee, ed., Columbia University Press/ UNESCO Publishing 1993, 750 pp., 300 FF.*

THE EARLY LYRICS OF SO CHONG JU

Midang is the pen-name of So Chong Ju, who is generally regarded as Korea's finest living poet. In his youth, he was fired by the writings of Baudelaire and Nietzsche to produce poems of a sensuous symbolism and tremendous verbal power. Some poems refer to the ancient Korean kingdom of Silla (57 B.C. - 935), one of the central symbols in his work. This volume contains his first four collections of lyric and visionary poems which sealed his great reputation: Flower Snake Poems (1941), Nightingale (1948), Selected Poems (1955), and the Essence of Silla (1960).

● ***The Early Lyrics of So Chong Ju***, *by Midang, translated by Brother Anthony of Taizé, UNESCO/Forest Books 1993, 122 pp., 70 FF.*

PERIODICALS

INTERNATIONAL SOCIAL SCIENCE JOURNAL

Sociology: State of the Art I. Both this and the following issue are devoted to a review of the state of the art in sociology. In the present issue (No. 139), opening articles focus on fundamental questions of the role of theory in sociology, choices of methodology for sociological investigation, and the place of the discipline among the multitude of specializations making up the social sciences. These are followed by articles reviewing the sociology of institutions and cultural processes. The following issue of the journal (No. 140, May 1994) will overview the sociology of the state and the economy.

THE UNESCO COURIER

Modern Management and Local Traditions. Devoted to management styles and the cultures within which they develop, the April *Courier* uses examples from Togo, Tunisia, Mexico, Eastern Europe nations and Japan to illustrate the efforts undertaken in these countries to reconcile national methods with local traditions. The magazine's "Greenwatch" section is devoted to "The National Park dilemma". This issue also contains an interview with French ethnologist Jean Malaurie, a specialist in Arctic civilizations.

RECORDS

AKA PYGMY MUSIC

The Pygmies are known as one of the oldest populations of the African continent. The ancient Egyptians - who called them Aka - regarded them as particularly gifted for music and dancing. Pgymy musicians were often attached to the court of the Pharoahs. The Aka are one of the groups which at present inhabit a forest region in the south-west of the Central African Republic. Their music, expressed in songs for hunting - as in the *mongombi* performed to maintain contact between

hunters - others to be sung by children, by diviner-healers, to invoke the spirits of ancestors, etc., like that of other African peoples, is closely associated with the social and religious life of the community. Essentially vocal, it is characterized by the predominance of an often complex, polyphonic system, consisting, like the yodel, in the alternation of chest voice and head voice sounds. The Aka use very few musical instruments, basically small drums, iron blades which are also employed for everyday purposes, and whistles made of papaw stems.

● ***Aka Pygmy Music***. *UNESCO Collection, Music & Musicians of the World series. UNESCO/AUVIDIS 1994, Cassette 85 FF, CD 145 FF.*

Publications and periodicals are on sale at the UNESCO Bookshop, or by order from UNESCO Publishing, 7 place de Fontenoy, 75352 Paris 07 SP, and in Member States through national distributors. Catalogue on request.

FRENE GINWALA, SUAD AMIRY AND HANIFA KAPIDZIC: THEY WANT PEACE, THEY MAKE PEACE

"Peace is not just the absence of war. Peace must be fought for," ANC militant Frene Ginwala told a packed conference room at UNESCO on the eve of International Women's Day (March 8). Along with eight other women from the world's major conflict zones, she had been invited to share her experiences in the long march to peace and democracy.

Despite the *"great feeling of excitement and fulfilment"* caused by the fall of apartheid though, and the approach of the first truly democratic elections, Ginwala has no illusions about the future. *"We still have major groups that are anxious to disrupt the process (of democratization), and I believe that the next few months will see an escalation of violence (in South Africa)."*

(Photo Guy Nicolas)

As a student in 1960, Ginwala helped arrange the escape of late ANC leader Oliver Tambo to London. More recently, as a lawyer, she was a member of the ANC team negotiating with the South African Government and helped draw up the electoral code for the April 27 poll - a situation she finds slightly ironic *"having never voted before in my life"*. In this capacity, and as deputy head of the ANC's Commission for the Emancipation of Women, she has helped build in the checks and balances that will ensure women's rights, and their active participation in the social and political life of post-apartheid South Africa. *"We have been determined in the ANC that women would not be sidelined once the battle is won. We fought to have women involved in the negotiating process and we have managed to place women in such key positions as head of the electoral commission. The ANC has also adopted that one third of its candidates for provincial and national office will be women. It's a good start..."*

This *"two-sided battle-front"* is true for the Palestinian women as well. Suad Amiry is not only part of the team negotiating with the Israelis for peace, she is also working to shape a new Palestinian society. *"Occupation, and especially the Intifada, has given women a new role. When their men were in prison, women had to become the social organizers. They had a lot more say in community matters. But these changes must be institutionalized. There is a law being formulated for the Palestinian 'entity' on which women are working to ensure their rights. The PLO must also sign international conventions on women's rights. And we must work out how we are going to handle such issues as Islamic law and civil law."*

(Photo Guy Nicolas)

"But" she adds *"the leadership at this point is not going to compromise its political alliances with Moslem fundamentalists because of these questions, and, as with the peace process itself there are no guarantees..."*

But the difficulties can be overcome. At least that is the tacit message radiated by the Jordanian-born Amiry, whose well of tolerance, patience and determination runs deep. She admits there are times in the negotiation process *"when I must completely withdraw - when I must close myself off"*, but she returns each time to the negotiating table and fervently believes that the two sides must continue talking to each other. Part of the strength she needs to maintain her faith, she says, comes from the knowledge that *"there are women on the other side who are courageous enough to stand up to their governments"*.

For Hanifa Kapidzic-Osmanazic, writer and professor of French literature at the University of Sarajevo, the main battle over the past 22 months has been to stay alive. *"Snipers and shells were part of our daily lives"* she said. Kapidzic left the besieged Bosnian city on February 5th after 22 months there and plans to return shortly. *"We resisted by doing the opposite of what was expected - we didn't stay holed up in the basements or shelters, we went out into the streets, we tried to continue not just surviving but living. Sarajevo was targeted for destruction because it is a multicultural city. And we will do everything we can to make sure it stays that way"* she said to standing applause. *"The heart is not ethnic"* was the title of a poem

(Photo Guy Nicolas)

Kapidzic had written to present at this meeting of extraordinary women. All of those present knew the price to be paid for denying this simple truth.

Sue WILLIAMS

Also on the podium at the conference-debate "They want peace, they make peace" were Marie Claire Mendès France, President of the French Committee for Peace in the Middle East; Daphna Golan, Director of the Israeli Women's Centre for Peace; Vesna Pesic from the Anti-War Centre in Belgrade (Serbia); Vesna Terselic, Coordinator for the Anti-War Campaign in Croatia; Leila Shahid PLO representative in Paris, Permanent Observer for Palestine at UNESCO; and Simone Susskind, President of the Jewish Loic Community Centre in Belgium.

● ***"I hope that a free and united Europe**, East and West, will be declared a zone where xenophobia and antisemitism would not be tolerated"* said Bulgaria's President, Jeliou Jelev at a ceremony at UNESCO on March 8 marking the rescue of Bulgarian Jews during the Second World War.
Over 40,000 Bulgarian Jews were saved in March 2, 1943 thanks to the courage of their compatriots, friends, neighbours and 43 of their members of parliament who blocked their deportation. *"Honour to the Bulgarian people,...honour to a nation which, after so much suffering, has once again set an example of tolerance and open-mindedness in the heart of the Balkans"* declared French President François Mitterrand in a message read to the ceremony.

A STITCH IN TIME ...

Preventive education is coming down to earth. It has moved from a purely theoretical, somewhat dictatorial approach that did not take local conditions into account, to a far more realistic strategy. Multi-media campaigns with uncertain results are being replaced by projects that rely on direct contact and dialogue. Social workers in Bolivia for example go out to meet impoverished children in the streets (p.10). Likewise school cantines ensure that children eat at least one square meal a day and learn about the importance of good nutrition in Côte d'Ivoire (p.11). Puppet shows pack a powerful AIDS prevention message in South Africa (p.9) and schoolchildren in Togo are making their parents aware of the need for environmental protection (p.15). Programmes are also underway to teach people to build more resistant homes in earthquake zones (p.16), and the "population bomb" will not explode in Fiji (p.14) thanks to efforts being undertaken there. In all of these domains UNESCO provides a wealth of teaching materials and general information (pp.12-13).

Risks can be eliminated in lots of ways. By forbidding and enforcing as in traffic control, by demanding a certain kind of behaviour from individuals or groups as in the army, or else by equipping people with the knowledge that will give rise to attitudes which produce responsible behaviour.

This last approach is the most complicated one because it involves education, a way of thinking and acting, and making choices and decisions to improve the personal, family and social well-being of those who follow it. It is also the most rewarding approach in view of the world's worsening problems.

This is why UNESCO has decided to make it a priority. Not only does it cover each of the Organisation's fields of action but it is also a way of strengthening ties with other UN bodies. Anyone following UNESCO's work in this area over the past several decades will have seen a great expansion of missions for education against risk, which used to be limited to health education.

"Better safe than sorry" goes the old saying. But doctors have for the moment admitted defeat where AIDS and other sexually-transmitted diseases are concerned. And drug abuse creates a dependence which is very hard to break.

Overpopulation has disastrous and sometimes permanent effects on the environment and in six years time, dwindling water supplies and farming land will make it difficult to feed the six billion people who unequally share the world's resources. It also speeds up erosion of the environment, setting off natural disasters which affect two billion people each year and cause $40 billion damage. Just as flood prevention means looking after forests in river basins and minimising earthquake damage means putting up quake-resistant buildings, so casualties and destruction can be further reduced if people are warned and evacuated in time.

A TERRIBLE THREAT

Although health care has improved around the world, the AIDS epidemic poses a terrible threat to every continent. Last June, the World Health Organisation (WHO) counted 718,894 cases of AIDS among adults and children but noted that since the epidemic started, more than 13 million adults and over a million children had contracted the AIDS virus. In Zimbabwe, AIDS is now the leading killer of children under five years of age.

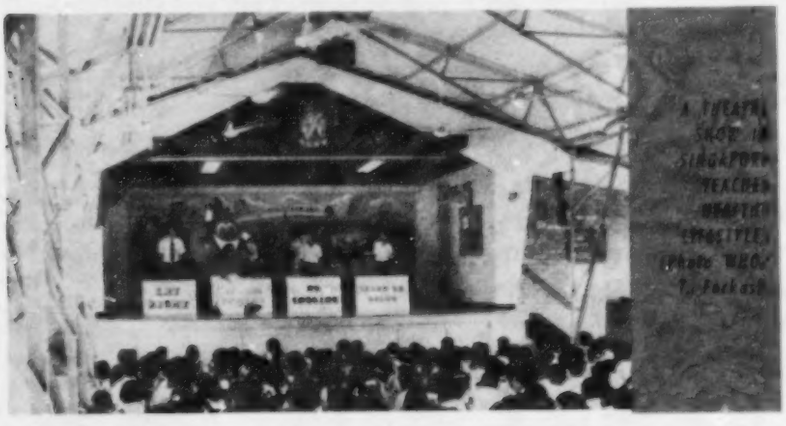
About a third of the world's population is aged between 10 and 24. In many poor countries, more than half the people are under 25 and in many of these, more than two-thirds of boys and girls between 15 and 19 have already had sexual relations. Most new cases are in Africa, to make a total there of nearly 10 million (1.5 million last year), and 60 percent of the newly HIV-positive are young people of 15 to 24. The head of the WHO, Michael Merson, said in Yaoundé, Cameroun, three months ago that *"by the year 2000, unless we manage to reduce the risks they face, nearly 5.5 million African women will be HIV-positive."* This means more than nine million African children will be orphaned over the next decade. With no vaccine or cure in sight, the only way to save lives at the moment is by prevention.

UNESCO is also running or taking part in many programmes. It has devised strategies and put out documents aimed at preventing AIDS, working through pilot projects and special centres, backed up by a worldwide campaign for education about it in schools.

In Jamaica for example, from 1990 to 1993, teachers attended two two-day seminars. No-one expected very much from that. A lengthy study of the knowledge, attitudes and behaviour among the schoolchildren was much more revealing - 14 percent of girls and half the boys had had sexual relations by the time they were 14. At the start of the survey, 27.6 percent of the girls and 58.5 percent of the boys knew about the risks of AIDS. By the end of the project, the figures had changed - to 53

percent of the girls and only 47,6 percent of the boys, indicating the boys had closed off.

Why is this? Because talking about AIDS threatens one's sexuality - a secret garden built by tradition, habits, social principles and religious beliefs. The teachers sometimes feel uncomfortable talking about it. The children see the first steps in their love life threatened with death. The only protection against it, apart from abstinence, is contraceptives but they are often rejected as culturally off-putting, uncomfortable and anyway much too expensive.



Drug abuse is a different problem but preventing it is just as difficult. The WHO reckons that 80 million very young street children in poor countries sniff glue and other solvents, sitting on rubbish heaps with a plastic bag over their heads so as not to lose a single whiff of their trip to "wonderland".

Some 600 million children in the world between 12 and 17 go to school, but about 280 million do not. UNESCO has decided to educate against the dangers of all drugs, legal or otherwise. The attitude towards them varies with the country. Alcohol is banned in all nations where Islam is the state religion, while in those which produce wine, alcohol consumption is often elevated to a sort of pagan rite. Andean peasants who chew coca leaves to soften the harsh effects of altitude are a world away from the idle rich looking for paradise by taking cocaine.

UNESCO's task has huge implications. According to the Geopolitical Drug Watch, between 1,200 and 1,500 tonnes of cocaine are produced each year, along with 5,000-5,500 tonnes of opium, 2-3,000 tonnes of hashish and 25-30,000 tonnes of marijuana. It is obviously hard to say exactly how many drug users there are or, due too an ever-fluctuating market, how much money is made out of them. But the world's illegal drug market is put at $500-1,500 billion a year and is its biggest traded commodity by value - more than arms and oil. Such dimensions quickly sober up any enthusiast working in preventive education.

What words or pictures or documents, however brilliant, could possibly give people living in indescribable poverty, amid unemployment and with absolutely no hope of a better life, an incentive to stop *"running away"* and switch to a *"healthy"* life? By using fear or good feelings, drastic measures can build knowledge and change attitudes, but they do not have much effect on behaviour, which is rooted in someone's personality by choices and their way of life. If that were not so, some costly multi-media campaign from a rich country would have already changed it.

The best students are found in Anglo-Saxon countries where healthy living with plenty of exercise is constantly encouraged. It should be added though that the most successful campaigns in these countries have usually been accompanied by some form of control or menace. "Environmental education" programmes in the USA and Australia, for example, were backed up by heavy fines for littering, while anti-smoking campaigns relied heavilyu on frightening smokers with the threat of cancer and emphysema. Waving a big stick may prove effective in a limited number of situations, but it does not attack the problem at its source. To use an often quoted example, it's not by asking people to boil their drinking water that we will stop the pollution of our potable water supplies.

In the beginning, health education focused on the medical aspect because most diseases affected one's health.

A French public health doctor, Jean-Pierre Deschamps, says that *"health workers have long felt themselves guardians of some kind of great universal knowledge about what healthy living conditions are, when in fact what they know is shaped by how they live, which isn't how most people live."*

It means they are not aware of the circumstances and the way of life of the people they are dealing with, who do not choose to take drugs or to drink but are driven to them by misery and despair. Why bother to plan ahead, these patients think.

LISTENING AND KNOWING

Education comes these days more through listening and knowing your surroundings than through putting out a huge number of similar messages. It also works on the idea that the individual should not be content to sit back and passively listen to the experts, but should actively participate. So UNESCO has stepped up its small scale work, talking face to face and working with various non-governmental organisations close to the local population. It recently used puppets successfully in South Africa, Europe and India to make audiences aware of the danger of AIDS. Through silliness and laughter, these universal dolls relax the spectators and summon up the child in all of us which has been stifled by formal education.

The same goes for the environment. Awareness comes from being near something. Reading that unchecked deforestation threatens the planet's trees is far too vague to get a personal reaction. Yet it is vital, as UNESCO's Environmental Education Programme stresses, *"to see that everyone can grasp the complexity of the human environment and understand the relationships between its biological, physical, socio-economic and cultural elements."*

What is the solution then? Gather together all the "theme education" under the notion of Education for the Quality of Life and devise solid inter-disciplinary programmes firmly linked to the countries involved. UNESCO is working on it.

France BEQUETTE

PUPPET POWER

South African Gary Friedman's Puppets Against AIDS are proving a powerful weapon in educating people of all ages about the deadly virus.

When Gary Friedman sticks his hand inside a puppet he undergoes a character change - from softspoken and unassuming to animated and extrovert - his *"new"* character seemingly flows from puppetmaster to puppet.

The immediate effect is to captivate his audience, whether they be illiterate, handicapped, young, old or, like most of us, somewhere in between.

It is with the entertaining tools of his trade that the 37-year-old puppeteer delivers a powerful message in the field of AIDS education, not just in South Africa, his home country, but throughout southern Africa, Europe and North America.

Friedman's African Research and Educational Puppetry Programme (AREPP), a non-profit educational trust, was a forerunner among non-governmental organisations in taking the AIDS message to disadvantaged communities with the show "Puppets Against AIDS", launched in 1988.

"At the time nobody (in southern Africa) appeared too concerned about AIDS", says Friedman, *"I heard a radio show on the subject and, after some research, realised it would become increasingly important and required urgent attention."*

A UNIVERSAL MEDIUM

He considers puppetry an ideal way to administer AIDS education. *"It's a universal medium. You can get through to any culture, cut across any barrier - be it religious, linguistic, social or racial."* UNESCO agrees, and has given its financial support to the NGO UNIMA, which promotes the art of marionnettes in prevention education programmes, including AREPP.

Puppets Against AIDS is presented free of charge in shopping malls, parks and halls - any place the community can gather to watch. The show features the characters Joe and Mary, a married couple. Joe is a womaniser who refuses to consider AIDS prevention. Audiences are initially amused by his antics with characters such as Gladys and Sexy Sue, but he contracts the HI Virus and, unaware of his condition, passes it on to several partners including Mary and their unborn child. Joe's face becomes drawn and his body whithers as he develops full-blown AIDS and then dies.

The puppet characters are painted a racially ambiguous grey and the show is adapted to suit the various communities it is presented for. To date, Puppets Against AIDS has been presented in 20 languages in South Africa, Zambia, Zimbabwe, Namibia, Botswana, Reunion, France, Canada and Germany, reaching well-over 200,000 people.

Each show is followed by a workshop, sometimes lasting two weeks, covering basic AIDS education and puppetry techniques.

In rural areas, a workshop objective is the establishment of local AIDS education task forces. Each show includes a condom demonstration using a life-size puppet, and free condoms and comics are handed out. Audiences participate in question-and-answer sessions, which have revealed to Friedman *"a great lack of sex and AIDS education throughout the southern Africa region"*.

He is however optimistic that his puppets are getting the message across. *"Puppetry is an under-rated art form. I think a lot can be done with it. The first thing you do is entertain people and then you educate them."*

At present there are two shows touring southern Africa, employing 15 people. Most of these are performers doubling as puppets builders, script writers and artists. Its sponsors include Oxfam (Canada), ICCO (a Dutch NGO), the Swiss Government, South African Breweries, Christian Aid and Riksutstallningar (Sweden).

AGAINST APARTHEID

Friedman says he has been puppeteer since he was three. He's not sure who or what influenced him at that tender age. *"Perhaps it was a previous life,"* he jokes.

He broke into the South African entertainment scene in the early 80s with a street show called *"Puns and Doedie, Puppets Against Apartheid"*, a political satire featuring two apartheid-classified *"coloured"* characters.

Puns was a council sewerage worker, and Doedie a flower seller. The show poked fun at the government and its apartheid policies.

Characters such as then South African State President P. W. Botha, Archbishop Desmond Tutu, Margaret Thatcher and Ronald Reagan were introduced.

That Friedman was never harassed or even questioned by the authorities during the Puns and Doedie days is surprising in view of the government's intolerance during the apartheid years. He attributes his good fortune to his puppets. *"You can get away with a lot more using puppets than you can with people."*

Eight years after its inception, AREPP is still going strong. this year new programmes were initiated. One is "Puppets for Peace, Puppets Against Abuse", which tackles domestic violence issues such as rape, wife battery and child abuse.

Another is AREPP's voter education puppet show produced exclusively for television to be screened in April to precede South Africa's first all-race general election on april 27, 28 and 29.

Friedman has dozens of new programme ideas mulling about in his head. *"These will no doubt be expressed on the puppet stage in times to come"*, he says.

Nail OELOFSE
Johannesburg

LIFE OFF THE STREETS

ENDA-Bolivia works to prevent the South American nation's 500,000 "children-on-the-street" from becoming "street-children".

René Rogelio Charcas, 15, otherwise known as El Reneco, likes to give himself the air of a gang leader who does not really take life seriously. *"Before, I used to steal on the buses, but then I was caught. I have now changed my tactics: I steal from the ting-a-lings (slot machines). When the cops catch me I give them a little stolen bread (money) and they let me go straight away. A crack like me could even hold-up a bank."*

He is one of 700 boys taken in by the ENDA programme (Alternative Programme to Prevent the Marginalization of Urban Children and Young People on the Streets of Bolivia), established five years ago at El Alto, a town near the capital La Paz with a big population of people who have migrated from the high plains.

El Reneco doesn't want to speak about his family. *"I'll not say a word about them, not to save my life. I've forgotten all of them,"* he says defensively. He changes his mind, and, in tears, confesses that *"I would like to go back..."* He talks of his father's death, the disease that blinded his mother and how she was raped by the landlord in lieu of the rent which Reneco - then head of the family - could not pay. When his third sibling, the fruit of this rape, was born, he walked out.

Bolivia, which has a population of only seven million, counts 500,000 children earning their living on the streets. They work up to 16 hours a day shining shoes, shouting out bus routes, selling trinkets or fighting with dogs on the highway for bread thrown by travellers from their cars. ENDA calls them *"children on the streets"*. About 1,500 of them eventually run away from home, like El Reneco. They then become *"street-children"*. They spend their days planning petty crimes - usually stealing to survive - and their nights under bridges, or on public benches. They sniff glue or get drunk on 90° alcohol - the most popular drink of Bolivia's poor.

To prevent the *"children on the streets"* from becoming *"street-children"*, ENDA-Bolivia launched its *"Prevention Strategies"* programme. It is funded by the European Economic Community, the French Government, with UNESCO and UNICEF providing support materials. *"It's a an educational life-skills programme aimed at reducing the risks to minors in the street"* says Hugo Montesinos, Director of the programme in El Alto. *"We try to make contact with the children and invite them to our centres, which we operate on a basis of freedom - they come only if they want to - and we try to develop their sense of responsibility. At the same time we try to help them to get back into their families, the community and the workplace."*

About 30 educators work with the children, offering friendship and winning their trust. The centres are completely open, to avoid all the connotations attached to children's homes and reform schools. This army of *"child-catchers"* insists Montesinos *"has to be very imaginative and believe in utopia"*, to overcome the resistance that reigns in this marginal little world. *"Our aim is to teach them their rights, so that they know how to defend themselves and realize that they can also play an active role in society."*

"We're sure that we have helped many children to stay away from drugs. Even if we don't look after rehabilitation, we have convinced 15 percent of those who took drugs when they came to us to stop. We refer extreme cases to specialized institutions."

SELFISH, SOLITARY AND VIOLENT

At an ENDA centre the children can use a free emergency dormitory, have a meal for 12 cents, see a doctor or a dentist for five cents or do some work in return for these services. They have access to psychological help, a social welfare officer ... *"and much love"* says Montesinos. *"Above all, these children need affection, because they are constantly under attack in the streets and that makes them selfish, solitary and violent."*

Solidarity is taught in various vocational training workshops and in the two community open houses where they live and work in productive social units while being trained. But *"to get a child off the street, he or she has to have an income"* the director comments. ENDA therefore pays them just over a dollar a day for their efforts in the workshops. Half of these workshops, producing cards, educational games and reycled paper, are self-managed and 40 percent of them even make a profit.

ENDA-Bolivia has taken in 1,800 children during the five years of its existence. The failure rate is reckoned at around 20 percent. The project is now implementing similar projects in the Amazon region at El Beni.

El Reneco has come to the end of his story which, with slight variations, is that of all the street children of El Alto. He says frankly what he does not like about ENDA, but he wants to stay there. He has been living there for a year now of his own free will and neither steals nor sniffs glue anymore. And he is looking for his mother. The gang leader is but a youngster demanding some protection.

Amalia BARRON,
La Paz

BEGINNING AT THE BEGINNING

School canteens promote nutrition education: "Because you can't teach children about balanced diets when they have nothing to eat".

"*We're entering a new era,*" says Susan Van der Vynckt, who runs UNESCO's Education for Health programme.

"*In the Sixties, we and the World Health Organisation put out a manual called* "Planning for Health Education in Schools." *It was pure theory, done from the files. We soon saw that health was being taught like math. Teachers were telling children about rules of hygiene when they had no water to wash in and no balanced diet because they had nothing to eat.*

"*After many studies in poor countries, we've completely changed that approach. No more rules for kids whose health is so poor they can't concentrate in class,*" she says.

Now well-organised and carefully-adapted food aid underpins preventive health education and UNESCO is working with the World Food Programme to "*begin at the beginning.*" It is looking for very poor rural areas in the greatest need. In Côte d'Ivoire, the first phase of the programme lasted four years (1979-83) and cost more than $26 million.

FILLING EMPTY BELLIES

"*It's no fun going to school,*" says little Léocadie-Pulchérie Ganah, 9, a final year primary school pupil in the Plateau district of Divo, 203 km from the Ivorian capital of Abidjan. "*It's too hot and it's too far to walk if we want to go home for lunch. Anyway, my family's poor and there isn't much to eat at home. When you're hungry, it's hard to pay attention in class.*"

Léocadie is not the only one who likes finding "*big plates of nice food which don't cost very much.*" Like many other young Africans, Ivorian schoolchildren do not have an easy life. Schools in the countryside have to serve huge areas, which means children have to walk from four to seven kilometres everyday on empty stomachs under a blistering sun. It does not encourage them to go to school. They can always make do with a mid-morning snack and lunch from street vendors. But these traders are more interested in making money than in hygiene, so food poisoning is easy to get.

A school meals system did exist after independence but it was fairly basic and stumbled along until UNICEF took it in hand, only to withdraw in 1968. Nearly 300 school canteens did keep going, some backed by the education ministry, but it was not until five years ago that a serious school feeding policy was conceived.

The ministry got World Food Programme funding to achieve the UN's aim of raising school attendance to 90 percent by the year 2000.

For this, the children had to be motivated. It was noted that schools with canteens had better attendance, with keener and more productive pupils. The project took off again.

Much of the success was due to the project's energetic and pioneering leader, Mrs Elise Gnagne Nornel, a schools inspector. It was she who got the canteens programme going in 1989 when it was just something tucked away in a minor education ministry office. She had to cope with bad management of the canteens and then the serious political troubles of 1990, but she battled on.

"*I got down to work. We wanted to reach 200,000 children by setting up 2,000 canteens. We've managed to get to 190,000 at 1800 canteens. We have 6,000 canteen supervisors, all of them teachers. Priority goes to places where family conditions are bad and school attendance is very low.*"

But, she says, there is still a long way to go. "*Here,*" she said, "*the roasters are filling their own mouths with peanuts,*" meaning that an eye must be kept on local management of the canteens. Some children take their meal home to share with their brothers and sisters. Sometimes teachers and parents steal the food. But the real problem is training supervisors, so as not to let stocks build up at the end of the year or drop too low before the school holidays.

Each meal has 200 grams of rice, 150 of fish or canned meat, 10 of oil and a glass of milk. This is 40 percent of the calories the children need and more than half the protein. The food supplied by the World Food Programme is added to local produce like vegetables, fruit and spices bought by the supervisors or grown in the school garden.

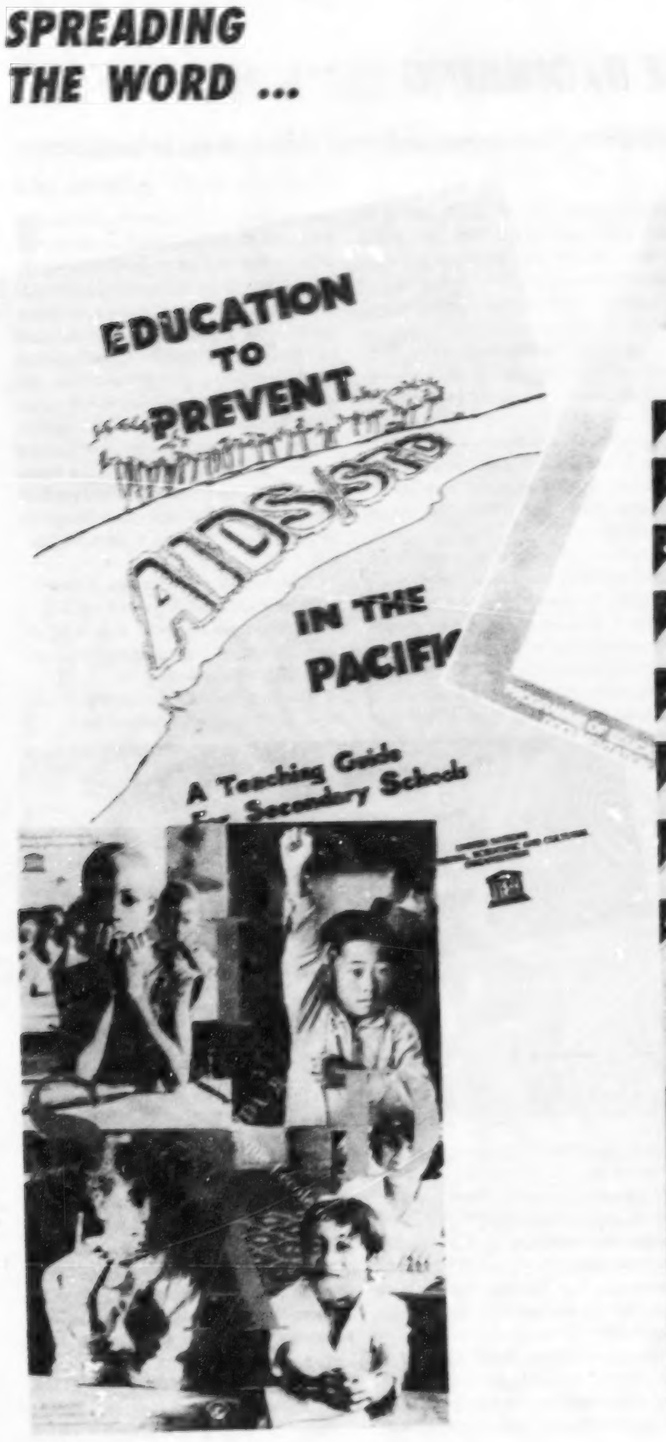
The food aid encourages parents to send their children to school when they start to notice their health is improving and that their interest and concentration in class is leading to better marks.

But the programme has another surprising spin-off in that girls, who make up 41.6 percent of schoolchildren, are staying in school longer. This result in itself is encouraging the government to support the programme to increase that figure, thus reducing early marriage and pregnancies.

UNESCO recently assessed the programme and it was so obviously effective that the World Food Programme decided to extend it for another four years.

Magloire KOUASSI N'GUESSAN
Abidjan
and France BEQUETTE

SPREADING THE WORD ...



All of these documents are available from the Documentation and Information Serivce of Unesco's Education Sector.

TALKING DOWN TABOOS

Despite Fiji's successful birth control programme, parents still shun sex education.

For 30 years Fiji has congratulated itself on having one of the world's most successful population control programmes.

By the year 2000, according to Dr. Lepani Waqatairau, director of the national population programme, the family fertility rate will have fallen to the targeted two children from the present 3.8 to four children, and from earlier rates of seven. That will cut population growth to 1percent in stark contrast to its regional neighbours.

Like its neighbours, Fiji's development efforts are handicapped by geography - over 300 islands spread across 350,000 sq km of sea. Unlike some neighbours it gives high priority to health education and so reaps the benefits of a literate, aware population with easy access to health clinics which distribute free contraceptives. Injections conferring three months' protection from pregnancy are surplanting the pill in popularity. From late1995 the adoption of capsules, which, implanted in a woman's arm, offer five years protection, will complete a phased introductory programme.

Fiji's population management is complicated by political and cultural factors. Until the late 1980s the indigenous Fijians were outnumbered by descendants of immigrant plantation workers and merchants from India. According to Waqatairau, as the population gap widened, *"Fijians became increasingly reluctant to accept curbs on their own numbers"*.

Nonetheless, the number of Fijians using contraceptives continued to rise. Although a higher 60 percent of Indian couples use contraceptives, the rate for Fijians has risen to 37 percent from 28 percent in 1979. The supposition is that younger Fijian couples, having moved from rural subsistence-style life to harder wage-earning existence in town, accept a one or two child family as a hard economic necessity.

In any case, by 1988 the Fijians recovered their numerical sueriority partly because great numbers of Indians left after a military coup in 1987 which overthrew the Indian-dominated government, giving power to the Melanesians.

Waqatairau wonders if this will affect Fijian attitudes to birth control, which continue, however, to be heavily tinged by cultural preferences for a large family.

Development inevitably exposes Fiji's people to influences that change sexual attitudes.

"For instance," said Waqatairau, *"and although we have no recent figures, reports from hospitals suggest that there is a steady increase in the number of unwanted teenage pregnancies"*.

Illegitimacy has never been a stigma in Melanesian society where large extended families comfortably absorb waifs and strays. Single Indian mothers are tragically less fortunate. They are often driven from home and perhaps to suicide.

But in Fiji's capital, Suva, and other large towns, even a single Fijian mother can no longer count on automatic unstinted support from cost conscious relatives.

"The problem is that many girls now want babies and not husbands," said Dr Jiko Luveni, programme officer for UNESCO's population education project in Fiji.

"To curb this problem," she said, *"we launched a project, accepted in 1985 by 104 of 144 secondary schools. It has not been as successful as hoped because teachers lack the confidence to teach population subjects and parents have been up in arms over what we called sex education."*

Indeed, while the national fertility rate had dropped dramatically, as evidence of the growing acceptance of contraceptives, *"teenage pregnancies are high because teenagers are reluctant to visit health clinics"* Dr Luveni said. *"They live in small island communities and the word gets round that they are going for contraceptives. That means that they are sexually active"*.

RESTYLING LESSONS

Talk of sex is taboo in Fijian families which is why sex education was introduced to schools where children can freely talk about it. And restyling the lessons as *"family life education"* has helped make them more acceptable to parents, she said.

"Classes are taken as separate subjects, with the schools to say 'yes' or 'no'. Some schools agree to accept the classes but don't really, because it is optional and at the end of the year they prefer to spend their time on examination subjects".

Still, Dr Luveni said Fiji's children were losing the inhibitions of their parents. *"We had a programme where secondary schools were asked to produce family planning skits and Suva's civic centre was full to capacity with children talking about sex very openly. Communication between parents and children is the barrier. Among themselves children talk freely."*

What's more, she said the UNESCO programme had been extended by the education ministry as a response not only to illegitimacy but to AIDS and STD.

"AIDS is now very much part of it", said Dr Luveni. *"The children are very interested in learning about AIDS and how to protect themselves"*.

R. K. REID
Suva

THE GREENING OF TOGO

UNESCO's Clubs and Associations are helping form an environmentally conscientious population.

In July 1989, while planting trees at Mopti in Mali, more than 600 km from Bamako, someone came to fetch Dr Ali Nouhoun Diallo, who was hard at work like all the other volunteers, to attend to an emergency. He was then chief medical officer at Point G hospital in the capital of Mali (and is now President of the National Assembly). *"By planting trees here, I am treating the whole country. If I go back to Bamako, I'll be treating just one patient! ..."* he said to the messenger.

The following year, some of the people who had taken part in this Malian project met again in Togo. A chain of solidarity involving UNESCO, the World Federation of UNESCO Clubs and Associations (WFUCA) and its affiliate in the subregion was formed to plant forests. Each year, they take part in an international reafforestation project bringing together hundreds of young people from all over the world.

Nearly 33,000 trees, all planted by those singing and laughing volunteers, now stand at Dapaong and Kozan in southern Togo. And local people watch over the reafforested sites like hawks.

REGRETTABLE SIDE-EFFECTS

Paradoxically, a side-effect of democratization in Togo has been a regrettable deterioration in the environment.

Before, Togo was a clean, beautiful, sunny country. From the beginning of the 1980s, on the first Saturday of each month, the people engaged in a ritual known as "Operation Clean Towns". It was simple but it worked like magic: *"If everyone sweeps clean the front of their own house, the whole country will sparkle"*. Although this activity was compulsory the people put their hearts into it, sometimes looking out for passing national radio or television journalists to put their sterling public-spiritedness on record.

The democratic revolt against the political authorities basically took the form of a systematic boycott of this compulsory voluntary work. *"Clean towns"* operations were out of the question, and dustmen, municipal and public health workers were always on strike, so rubbish tips were no longer sanitized and household refuse piled up in front of houses.

At the same time, all over the country, cutlasses, axes and chain saws were at work felling trees: teak, eucalyptus, ebony and other varieties were soon threatened with extinction. Wildlife from the natural reserves stewed in cooking pots while stocks of timber and charcoal were being illegally stowed in ships' holds.

Theophile Amouzou, Chairman of CUAVOD (UNESCO Club for Voluntary Action for Development) summed it up when he said *"good habits have been deliberately replaced by reflex actions that will certainly lead to desertification"*.

This all made it very difficult for the Togolese Federation of UNESCO Clubs and Associations (TFUCA) to organize reafforestation camps. What was the sense in stepping over one pile of rubbish after another to go out to plant trees? More than that was needed! Education, in fact, is the only solution to Africa's real environmental problems: indiscriminate tree-felling, unregulated-tipping, and drought, much more than acid rain, the greenhouse effect or holes in the ozone layer.

Information and training can make people aware of what is happening, and then they will be much more energetic in defence of the public interest. The heart-searching provoked by the Rio Summit has encouraged this movement, and TFUCA has for its part taken up this new cause.

Each year, an "Environmental Week" draws the entire country's attention to all environmental problems. Every two years, the heads of educational establishments attend seminar-workshops where they learn to incorporate environmental issues into curricula and the activities of the UNESCO Clubs.

And so, from teachers to pupils, from pupils to parents, the message is received throughout the country.

Lastly, TFUCA has started a huge flower garden in Lomé. Filled with enthusiasm, the students of the Ecole africaine et mauricienne d'architecture and urbanisme (EAMAU) have already worked on plans for the site chosen.

UNESCO, which has been closely associated with all these initiatives, unstintingly supports the energetic Togolese Federation.

Several other partners including SOS-Nature, Friends of the Earth, the Medical Association and some youth associations are engaged in these ecological struggles on the ground. The country has thus taken specific action with visible multiplier effects.

The unending political crises and the tragic devaluation of the CFA franc do not obscure the view over the roofs tops of the millions of fruit trees planted on 1 June which has been declared Tree Day in Togo. They point at the sky as if to say to men and women *"Raise your heads to meet the challenges of the environment! Think of future generations!"*

Rogo KOFFI FIANGOR
Secretary-General of the Togolese Federation of UNESCO Clubs and Associations.

WHEN THE EARTH MOVES ...

"Disaster reduction can only succeed if it is embedded in society as a culture for all its members".

Once upon a time, people were terrified whenever the earth shook. Now, thanks to science, they understand why it does. And if there is nothing we can do to stop the giant movements of tectonic plates - the ever-shifting and colliding foundations of the world's continents - there is plenty we can do to try to reduce their effect on people living on the surface.

We will not deal with the question of extreme emergencies. UNESCO of course helps to train scientists and set up seismological warning systems, but earthquake alerts come very late. So longer term structural measures must be taken at the same time.

With UNESCO's support, the Delft University of Technology, in the Netherlands, is bringing out a multi-disciplinary training package to help officials at all levels cope with the problem themselves. Simple diagrams and explanations show different ways for coping with catastrophes.

The scales - like the Richter - which measure earthquake intensity cannot predict the extent of damage or the number of victims. Knowing if a quake is going to strike near a populated area is obviously very important, but the kind of buildings in the area is just as crucial.

Moreover, as the preface to the training programme points out, *"It is in low income areas where building standards are likely to be uneven and maintenance is usually poor that earthquakes leave the most victims."*

MOST POPULATED

And, we might add, poor areas are often the most populated, thus have more victims in any disaster. *"As the recent earthquakes in Iran and Egypt clearly indicated, public buildings are usually well enough designed to withstand moderate earthquakes."*

The first of two modules, *"Planning for Structural Upgrading,"* is aimed at local authorities. Full of photos and diagrams, it divides the course into some 36 training sessions, focused on disaster management and upgrading or retro-fitting technology.

The second module on *"Participation in structural upgrading"* is intended mainly for NGOs. It stresses the necessity for *"concerted efforts of many players"* - government, local authorities, urban planners, scientists, architects, engineers, insurers and above all, ordinary citizens: *"Disaster reduction can only succeed,"* it says, *"when it is embedded in society as a culture for all its members."*

Delft University launched the project *"Because we feel knowledge is not being transferred to developing countries,"* said Bruno Haghebaert, a UNESCO expert there. *"What they need is accessible information about simple measures using inexpensive local materials. Populous areas in Japan or California are less at risk".*

UNESCO Earth Sciences Programme specialist Badaoui Rouhban notes that, thanks to contributions from Holland, Denmark and Belgium, $1.5 million will have been spent on the project between 1991 and the end of this year when the two modules will be published.

"UNESCO will then organize workshops to test their effectiveness," he said.

A second training programme will deal with flood prevention.

Nicolas MICHAUX

TO FIND OUT MORE ...

In addition to the educational materials shown on pages 12 and 13, the following documents are available free or for sale.

CONNECT - The Newsletter of the UNESCO-UNEP International Environmental Education (IEE) Programme. Contains reports on projects in the field, meetings, courses and workshops, lists of publications, bibliographies, and other news. Free.

ENVIRONMENTAL EDUCATION SERIES. The complete list of over 35 documents published by the IEE Programme (above) available on request. Recent titles include "EE Curriculum for Pre-Service Teacher Training in Agricultural Schools" (No. 35, 1993, 106 pp.); "EE Curriculum for Industrial Schools" (No. 32, 1993, 144 pp.). Free.

WATER IN OUR LIFE. A Textbook for Teachers in Environmental Education, based on a project carried out under the IEE programme by ITE ("Internationalization and Innovation of Teacher Eduaction"). Published with support from the German Commission for UNESCO, 1993, 300 pp.. Free.

PEDDRO (Prevention, Education, Drugs). A quarterly information bulletin put out by UNESCO and the European Commission, aimed at building a network of organizations and individuals working for the prevention of drug abuse. Free.

DRUGS DEMYSTIFIED, by Helene Nowlis. Covers the subject in a methodical and dispassionate way, identifying the role of education in prevention, with guidelines. 1987, 92 pp. On sale.

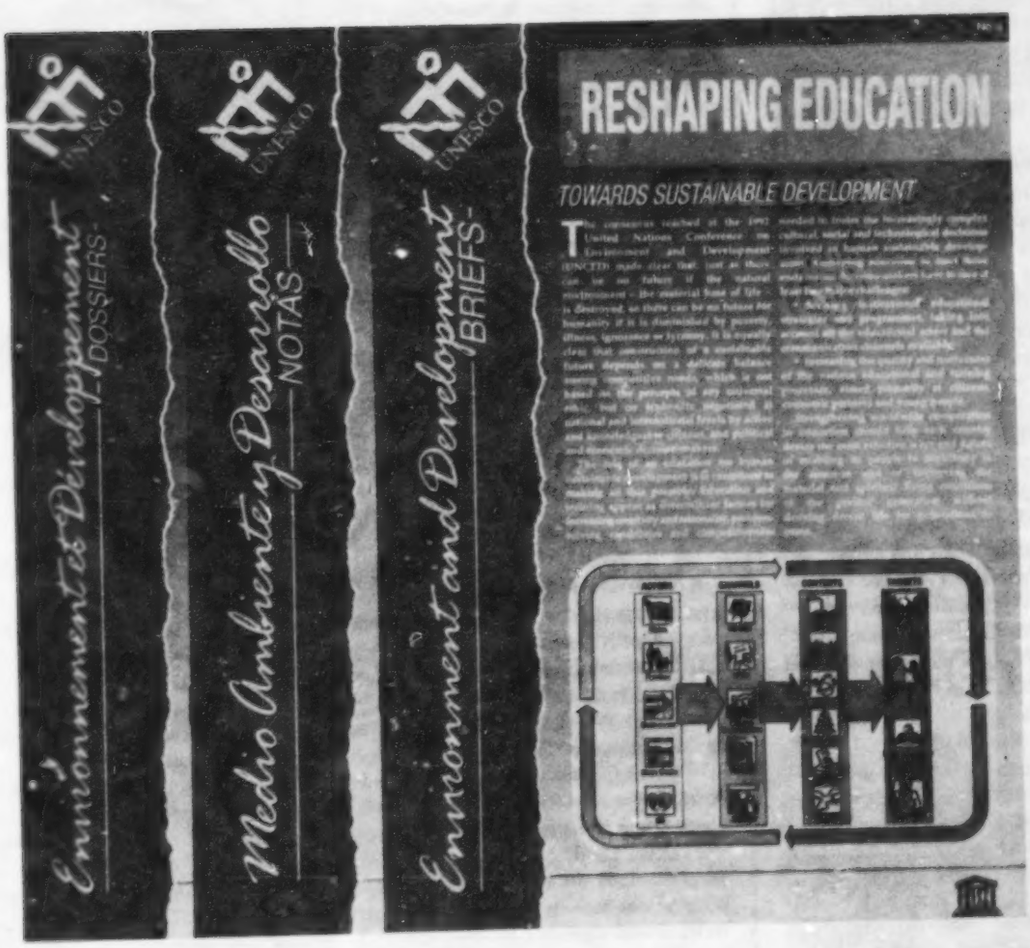
EDUCATING AGAINST DRUG ABUSE. A complement to the above, presents case studies around the world. Also tackles the issue of evaluating preventive action. 1987, 86 pp. On sale.

CHILD TO CHILD: ANOTHER PATH TO LEARNING, by Hugh Hawes. How children can help themselves and their younger siblings with health problems. Reports on local projects and materials to make their contribution more effective, easier and fun. UNESCO Institute for Education, Hamburg, Monograph No. 13, 128 pp.. On sale.

ASERC (AIDS School Education Resource Centre), situated within the Documentaion and Information Service of UNESCO's Education Sector, has compiled a collection of over 2,500 publications and 600 audiovisual documents, of which 400 posters and nearly 150 videos from around the world. Listed in the **EDUCATION FOR AIDS PREVENTION BIBLIOGRAPHY**, they can be consulted at the Centre or ordered from **ASERC**. FAX 40.65.94.05.

UNESCO's
Environment and Development
series has already published seven briefs:

1. Debt for nature
2. Ground water
3. New technologies
4. Reshaping Education
5. Disaster Reduction
6. Coasts
7. Biodiversity



These briefs are designed to provide decision-makers with clear up-to-date and precise information upon which they can base their action.

☞ Available from the Bureau for the Coordination of Environmental Programmes
UNESCO, 1, rue Miollis, 75732 Paris Cedex 15, France
Tel. (33.1) 45.68.10.00 Fax (33.1) 45.66.90.96

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"During the last century our attempts to change the world were essentially centred on nature; today, our efforts are basically concentrated on human beings, through their culture, personality, individuality, body and spirit."

This statement, from the keynote address of French sociologist Alain Touraine, served as the main line of discussion when the Intergovernmental Council for the **MANAGEMENT OF SOCIAL TRANSFORMATIONS PROGRAMME** (MOST) held its first interim session at UNESCO's Paris Headquarters from March 7 to 10.

The objective of the Programme is to promote international research on three themes: management of multicultural and multi-ethnic societies; cities as arenas of accelerated social transformations; and coping locally and regionally with technological, environmental and economic transformations.

▼

UNESCO has given $10,000 in emergency aid to help repair the 12th century central tower of ***ANGKOR WAT*** (Cambodia), recently damaged by a lightening strike. The lightening opened a previously repaired crack in the tower which must be repaired quickly to avoid further damage. The temples of Angkor have been included on UNESCO's World Heritage List since 1993.

(Photo UNESCO/C. Bougey).

UNESCO SOURCES

CERAMICS ON THE SILK ROAD

In Quanzhou, specialists probe contacts between Islam and China.

Some 100 scholars and specialists from 18 countries met in the ancient Chinese port city of Quanzhou from February 22 - 26 to look at how the Maritime Silk Route influenced the spread of Islam throughout Asia.

The symposium was organized by UNESCO's Integral Study of the Silk Roads: Roads of Dialogue and the China Maritime Silk Route Studies Centre.

The presence of Islam in many Asian coastal nations bears witness to age-old contact between East and West.

In fact, medieval texts are full of accounts of Arab and Persian seafarers who claim to have sailed as far as China during this *"golden age of Muslim sail"* between the 8th and the 14th centuries.

Among them is the 14th century writer and adventurer Ibn Battuta, who must be placed high on the list of the world's greatest travellers.

Perhaps more importantly though, China was a major destination for Arab and Persian merchants during this period. They would sail into ports such as Quanzhou (medieval Zaytun, also known in the West as Canton), their holds full of African ivory and Arab incense and leave again laden with Chinese silk and porcelain.

"HALLWAY TO CHINA"

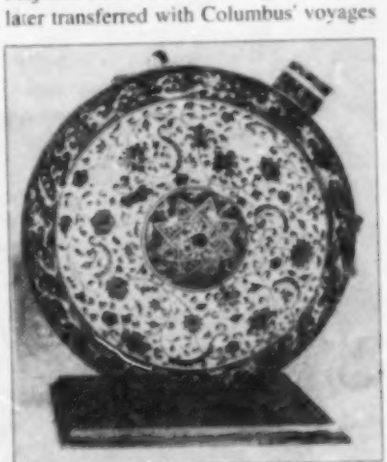
Malallah Ali Habib Al-Lawati from Oman's Ministry of National Heritage and Culture told the meeting that there was so much trade with China in the 10th century that the northern Omani city of Sohar had become known as *"the hallway to China"*.

One of the lesser known revolutions brought about by these commercial exchanges was in the production of ceramics.

The Gulf port of Basra (in present-day Iraq), home of the luxurious Samarra ware pottery, was another centre renowned for its trade with China.

"The highly esteemed Chinese stoneware and porcelain produced during the Tang Dynasty (618-907 AD), *off-loaded at the port proved an inspiration for local potters"* Jessica Hallett of Oxford University (UK) told the meeting.

To imitate the effect of the white porcelain, she said, the Basrans invented an opaque white glaze which revolutionized ceramic art by making the surface of earthen-ware pottery a white canvas for the painter. The recipe of this first tin glaze was eventually transmitted to Egypt and across the Mediterranean to Renaissance Europe where it gave rise to the great European Majolica tradition of brilliant glazes. It was later transferred with Columbus' voyages



A MING 15TH CENTURY BLUE AND WHITE PORCELAIN CANTEEN MADE FOR EXPORT, AND INTENDED TO IMITATE A TYPICAL MIDDLE EASTERN METAL VESSEL (Freer Gallery of Art, Washington DC).

to the New World. The Basran potters also imitated Chinese shapes, adopted Chinese molding techniques, raised kiln temperatures by 200 degrees C. and developed the idea of painting on the glazed surface with lustre pigments, and cobalt blue.

These Basran wares, which also included turquoise glazed storage jars, were widely exported and have been found as far away as the Atlantic coast of Portugal and the southern Japanese island of Kyushu. They, in turn, made a major contribution to Chinese ceramic production.

"In the Far East" Ms Hallett explained *"although porcelain continued to be considered superior to tin glazed earthenware, Basran wares decorated in, cobalt blue inspired the Chinese to experiment with the spctacular combination of blue and white."*

"Some 500 years later," she added, *"having mastered the firing problems, Chinese Blue and White made its triumphant and long-lived entrance onto the scene."*

■

OF PANDAS AND PEOPLE

Representatives of 17 Asian Biosphere Reserves meet in China.

If you think you've got problems, ponder the pandas.

A universal symbol for wildlife conservation, and as highly protected in their native China as any national treasure could be, the Giant Pandas nonetheless continue to be threatened by a shrinking range, bamboo die-outs, poachers, and even their own peculiar eating and mating habits, low birthrates and high infant mortality.

"Pandas are very choosy" said Dang Chunxiang, a zoologist at the Wolong Nature Reserve in southwest China. *"They may travel great distances to find a mate, and because communities are increasingly isolated, may not even succeed."*

The plight of the panda was uppermost on the agenda last month when some 30 scientists representing 17 Biosphere Reserves in Japan, North Korea, Mongolia, South Korea and China, made a 5-day field trip to Wolong which, in 1979, became the first of 10 Chinese Biosphere Reserves accepted into UNESCO's network of 323 such areas in 82 countries.

Only about 1,200 Giant Pandas survive in the wild today, the largest population living in Wolong where 800 square miles (207,210 ha.) of breathtaking beauty, snow-covered mountains, and pristine valleys are home to at least 96 mammal species, some also highly endangered, like the golden monkey, 20 kinds of reptiles and 230 species of birds.

For the pandas, who eat a prodigious amount of bamboo leaves and stems, the supply is generally ample. *"Yet at intervals of around 40 years,"* Prof. Li Chengbiao, a specialist in forest ecology told the visitors *"it may flower, seed and die en masse. In the bamboo die out of 1983, for example, thousands of people were mobilized to save starving pandas, but more than 100 died."*

Over 4,000 permanent inhabitants, 80 percent Qiang people of Tibetan stock, also live in Wolong and farm its slopes.

"Their needs should not be neglected," said UNESCO specialist Han Qunli. *"Some conservationists say there are too many people. But how many are too many? In any case, under the biosphere reserve concept, people are an integral part of the system, cooperating with decision-makers and scientists in managing land and water to meet human needs while conserving natural processes and biological resources."*

Still, snares the Qiang set to catch musk deer for their glands - a prized ingredient in Asian medecine, are the second cause of Panda deaths after habitat destruction.

COOPERATIVE PROJECTS

The scientists had, earlier in Beijing (March 13 to 17), attended the first UNESCO meeting of Asian Biosphere Reserves, laying plans for cooperative projects and comparative studies, a regional training programme and an information network.

"In Wolong," said Han, *"they discussed the possibilities of creating a cluster of reserves which might then be designated a World Heritage site. They also recommended that reserve managers promote income-generating yet ecologically sustainable activities like the exploitation of medicinal plants in which many reserves abound, certain forms of eco-tourism, scientific study groups and so on."*

Did the visitors actually see any pandas? Only a few in the Wolong Research Centre. But, after all, it was the beginning of spring and, hopefully, the pandas had other things on their minds.

Betty WERTHER
with Simon LEE, Beijing

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"Since adolescence, I have tried to discover the roots of life and the motives behind people's actions...", declared **MARISA BERENSON** who has just been named a UNESCO Goodwill

MARISA BERENSON WITH FEDERICO MAYOR (Photo UNESCO/Inez Forbes).

Ambassador. A year ago, Ms Berenson initiated the project "Artists With a Difference", supported by UNESCO's International Fund for the Promotion of Culture, to fight the exclusion of disabled artists. Speaking of UNESCO's work, Director-General Federico Mayor said: *"failure is visible, success is intangible... We need world-famous figures...bright lights who can make the intangible visible."* Marisa Berenson joins personalities like Placido Domingo, Yehudi Menuhin, Marcel Marceau, etc. who have committed themselves to the promotion of UNESCO's ideals and objectives.

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The Swiss army has handed over ***10 FOUR-WHEEL-DRIVE VEHICLES*** to UNESCO's Division of Youth and Sports Activities for use on field projects in difficult areas. The vehicles will be given to four NGOs: ARTHUR (the Association for rehabilitation through humanitarian work and resocialization) for youth camps in Uzbekistan and Colombia; HANDICAP International for its work with children in Mozambique; HOPE 87 to transport young disabled war victims in Bosnia and Herzegovina; and EQUILIBRE, for work with street children in Bucharest, and on a rural development project in Madagascar.

FUTURE DIRECTIONS

Latin American intellectuals argue for a culture-friendly development.

The approach of the new millennium finds the countries of Latin America confronted with a complex reality and a series of fundamental challenges. Can economic growth be harmonized with social development? Who will guide social change: civilian society or a profoundly modified State? Faced with the globalization of the market, what will be the social cost of the modernization begun by Third World countries? How will competition in the international market place impact on these societies? Economic integration is taking place without recognition of ethnic and cultural realities. What role will culture have to play in the process?

Such were the questions debated by 50 Latin American academics at a UNESCO organized forum - "Iberoamerican Vision 2000" - held in the Colombian capital Cartagena from March 16 to 18.

After a series of long and difficult debates the participants concluded that to achieve regional integration - making the region a clearly recognizable bloc - governments should take culture into account as the main springboard for social development.

Up until now, the attempts made at integration have been based on competitiveness, and have ignored the social and cultural differences within and between nations. This negligence, in fact, has only served to block the process.

NATIONAL UNITY

Overcoming this hurdle, the participants argued, requires building a national unity based on culture. This could be achieved through quality projects in education, health, science, technology, unemployment and social exclusion.These aspects have been left aside they said, while an excessive emphasis has been put on economy and commerce.

This form of "progress" has, in a way, weakened the development of the work force, with qualified labour being replaced by machines. And then, although the application of neo-liberal economical policies in Third World countries has generated wealth for some groups of society, others have become much poorer. To right this situation Nestor García Canclini, teacher and researcher at the Metropolitan Autonomous University of Mexico, urges that *"Latin American nations improve their educational and communication policies, and regulate labour policies in order to promote a democratic co-existence"*.

Naturally, the countries of the region want to improve their situation and participate fully in the world economy. But in order to do that, they will need to work on their internal development and come up with new models that include social and political reforms.

In the social domain for example, the participation of citizens must be promoted, to ensure that all get involved in the process of growth. This requires social policies that eliminate the discrimination and marginalization that are common throughout the region and which have earned it the doubtful privilege of having some of the highest rates of poverty in the world.

UNDERSTANDING AND RESPECT

The researchers suggested constitutional reforms and the promotion of policies that guarantee the rights of the various groups. The policies put forward should, at the same time, promote the understanding and respect of differences through education, and encourage mutual understanding between different peoples.

The participants also expressed the opinion that education should no longer be considered as a means of achieving modernization, technical and economic progress. It should be looked on as a goal in itself - a priority for human and social development.

As far as State reforms are concerned, they recommended that protectionist, centralizing measures be ceased. In their place, they suggested that States should develop joint policies for the public and private sectors that go beyond the purely lucrative view of culture, and place more emphasis on the initiatives of civil society.

In the field of culture, they thought that the role of the State should be limited to providing the necessary support for its development, without intervention. In the social arena, on the other hand, the state

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Twenty experts in BAROQUE ART AND MUSIC from Latin America and Europe met in Havana (Cuba) from March 14 to 19. The purpose of this first

HAVANA'S 18TH CENTURY CATHEDRAL (Photo UNESCO/A. Yarcantzoff).

interregional seminar was to prepare the five volumes of the *Atlas of Baroque Art*. Part of *The Baroque World Project*, it will present the art and culture of the 17th and 18th centuries in 40 countries, not only in Europe and Latin America, but also in Asia.

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A memorandum of understanding in the field of education was signed on March 24 by Director-General Federico Mayor and representatives of *EDUCATION INTERNATIONAL*, the largest NGO of teachers and education employees. The signatories agreed to work together on issues that include: the exchange of ideas and research on educational policy, extending learning possibilities to girls and women, promoting early childhood and primary education, teacher training at secondary level, and mobilizing volunteer teacher groups for emergency situations.

should give priority to health, education, science and technology.

The process of integration should promote moral and cultural values before political and economic interests. For all the needs and worries of a society fighting for its development are rooted in culture. Thus, it should have a space in development policies that many Latin American countries have not yet granted it.

One of the most important trends in the world today is globalization. To take part in this, the countries of the region have to be aware of the paradox of progress: they must start the changes that will allow them to integrate into the global village without any internal strife, or they will be excluded from it.

This great end-of-the-century debate on globalization can be compared, in its goals and general context, to that dealing with the concepts of growth and development during the 60s and 70s in Third World countries. Still, the implications for developing nations grouping into economic blocks — especially in terms of the social costs concerned — are more complex and far-reaching. One of the major challenges of the likely economic and market integration for the 21st century will thus be how to balance the idea of growth and economic prosperity with that of social development.

Integration, which has been discussed during three Ibero-American Presidential Summits, now goes now beyond economics to encompass social development. This brings into play the concepts of balance, justice, investment increase, redistribution of income, increase of competitiveness and the extension of work markets.

Under such conditions, the States will have to play a new role with respect to the civilian society and, in particular, citizen participation. Democratic processes, more far-reaching every day, are forcing the redefinition of the concept of democracy, and the breaching of the gap between the idea of growth and social development plans. Thus, it is hoped that integration, based on culture will have a direct impact in issues such as peace and security.

Any integration strategy should also consider and face new problems in the socio-economic and environmental fields, phenomena which complicate even further the efforts to improve the well being of society in developing countries.

POVERTY IN PERU: ECONOMIC GROWTH MUST BE LINKED TO SOCIAL AND CULTURAL DEVELOPMENT (Photo UNESCO/ A. Jonquières).

As initiatives for economic associations between blocks of countries appear and are consolidated — like the General Agreement of Tariffs and Trade (GATT) and the European Union — the new actors in globalization, and in particular, those in Latin America, are also witnessing a crisis of existing models of development. In the mid to long term, they will have to find new models based on cooperation - a cooperation that will need to be founded on a common strategy which seeks to eliminate inequalities and harmonize the process of modernization and social development.

In a nutshell, modernization and social development will have to be considered as goals that can be reached in a human way, being based on democracy and citizens's participation.

María Angélica TRONCOSO and Camilo Palacios AVILA in Cartagena

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A symposium devoted to UNESCO's LINGUAPAX PROJECT aimed at using language education, including the promotion of minority languages, as a means for conveying messages on peace-building, was organized by the UNESCO Centre of Catalonia in Barcelona from February 25 to 26. At the meeting, the participating specialists and members of UNESCO National Commissions shared their experiences and presented teaching modules -notably a manual which, along with audio cassettes and videos, was produced in Spain and Germany and already widely and successfully tested.

☞ *Division for Renovation of Educational Curricula and Structure.*

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How much closer will we be to achieving education for all in 1995 - five years after the World Conference in Jomtien, Thailand. The steering committee on ***EDUCATION FOR ALL***, meeting at UNESCO from February 28 to March 2, laid plans to evaluate activities since 1990. To this end, governments will be asked to examen their achievements and indicate future plans of action. On the basis of their contributions, UNESCO will undertake a *"macro-evaluation"* of broad trends, or problems that have appeared since Jomtien. A preliminary report will be submitted to UNESCO's next General Conference in 1995.

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To explain why women vice-chancellors and presidents are still a rarity, and suggest remedies, **WOMEN IN HIGHER EDUCATION MANAGEMENT** has just been published by the Commonwealth Secretariat and UNESCO. In the 202-page study, 14 women senior managers of universities in West Africa, the Arab States, India, Malaysia, Indonesia, the South Pacific, Peru, the U.S., the Caribbean Finland and France describe barriers to fuller participation of women and outline strategies for improvement.

☞ *Division of Higher Education*

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WOMEN IN POLITICS, a study by social scientists in five Asian countries (Australia, India, Malaysia, Philippines and Thailand) formulates preliminary answers to a number of vexing questions.

Indeed, participation of women in politics, voting, public demonstrations, etc., is still low compared to men, and leads to the belief that they are indifferent. Through profiles of women politicians or common citizens, the 213-page book defines the attributes of both categories. It raises some issues requiring more research, others which call for action, as when legal, social and cultural restrictions seem to effect non-participation.

☛ *UNESCO Principal Office for Asia and the Pacific, P.O.B. 967, Prakanong, Bangkok 10110, Thailand.*

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THE RANSACKING OF AFGHAN MUSEUMS due to rocket fire and looting may benefit the international art market: according to information received by UNESCO, several artifacts have been sold in the West. To prevent further pillaging, Director General, Federico Mayor, on March 30, appealed to collectors and dealers *"to scrupulously respect the interests of the Afghan people by avoiding the acquisition of objects which have been stolen from them."*

THEIR OWN IMAGE

The PLO seeks urgent help from UNESCO in setting up a first Palestinian television station before year-end elections.

"We want Palestinians to be makers of their own image and news, not just be the subject of news," a group of Palestinian producers wrote to UNESCO at the end of last year. They were expressing with passion the rightful demand of any people to take its destiny in hand: we must have our own television service.

For a television station can be crucial in building national unity and cultural identity and in promoting national development. It is essential for any democratic dialogue and will be even more so for the elections now set for the end of this year. This is why the *"Washington Accords"* signed last September by Israel and the PLO, stipulated that *"the election agreement include agreed arrangements for the organizing of mass media and the possibility of licensing a broadcasting and TV station."*

YASSER ARAFAT AND FEDERICO MAYOR SIGN AN AGREEMENT, INCLUDING FOR ASSISTANCE IN SETTING UP A TV STATION (PHOTO UNESCO/ALFREDO AGUILAR).

Putting such intentions into practice is always hard. But the problem is even tougher in this case because of the complexity of Israeli-Palestinian relations and the lack of state structures from which most countries can benefit. Things had to be moved ahead quickly without jeopardizing the future. At the end of last year, the European Union, France and UNESCO agreed to the PLO request for basic equipment to start the station: an estimated $1 million, some of it promised by Saudi Arabia, for a mobile studio, a transmitter and training for the people who operate them.

But where should the transmitters be? What frequencies should be used? Under international law, Israel holds all frequencies and giving up any one of them must be fought out under global negociations - just resumed after several weeks of suspension. For this particular issue, the PLO is being assisted by a Tunisian expert provided by UNESCO.

Over a longer period, where should the studios and the transmitters be based, given the geo-political uncertainties? Should the studios be linked to the transmitters by wireless, with relays installed outside the territories, or by ARABSAT satellite? There is also the question of drafting a charter for the station in line with the wish of PLO information director Yasser Abed Rabo for a pluralistic, democratic public service with some private financing,and input from a commission of about 40 independent figures.

"EFFICIENT"

And most of all, how to fill the five hours air time each day, with two-thirds of the programmes to be produced by the station itself. According to Pascal Josèphe, who used to be with French government television and was sent by UNESCO to study this question, the programming will have to be *"efficient"* in the face of competition. A minimum of studio equipment and staff training are absolutely essential. René Schneckenburger, an administrator from Swiss Romande Television who went with Josèphe, points out that the administrative and financial planning, especially concerning revenues, is still up in the air for want of any real knowledge of the potential viewers or the market.

To answer these questions and clear away the obstacles, the PLO wants to be able to borrow ideas from the broadest range of television stations and not get stuck in a too-restrictive bilateral agreement. It considers that a multinational organization like UNESCO is giving it impartial help and drawing on a world-wide stock of know-how.

René LEFORT

IMPROVING THE SYSTEM

Participation is the key word in a programme aimed at upgrading education in Costa Rica.

"Although we can ensure that virtually every child in Costa Rica gets to school, we have not been able to guarantee them quality education," explains education expert Juan Bernal. *"Our project is aimed at fixing that."*

Bernal is the Director of SIMED, as the project is known, which was launched by UNESCO and Costa Rica's Education Ministry in 1992 in response to increasing numbers of drop outs and repeaters. In 1988, for example, more than 10 percent of students had quit school by the end of fourth grade. In a country where primary education is easily accessible and compulsory, this is relatively high. Financed by the Netherlands to the tune of $2.5 million, the project aimed to upgrade teacher quality and teaching materials, devise a more relevant curriculum, and, most importantly, encourage the participation of all.

"BEFORE WE SAT IN CLASS AND LISTENED. NOW WE WORK." STUDENTS AT A SIMED PILOT SCHOOL (Photo SIMED).

"Under the first phase we set up the project in 214 pilot primary schools" explains Bernal. *"In each of these schools a committee made up of the principal, teachers, parents and community leaders was established to look after curriculum development. The idea is to adapt the curriculum to local conditions: if the children live in a forest area, the forest becomes a teaching tool; if the school is in an Indian community, such as in the southern region of Talamanca, the curriculum is adapted to their cultural practices and values."*

"Teachers are no longer the only actors in the class", he points out. Desks are arranged so that children work in groups, with the teacher serving almost as a guide and encouraging the students to take the initiative. *"Before, we sat in class and listened. Now we work,"* reports one of the young students from a pilot school near the capital of San Jose.

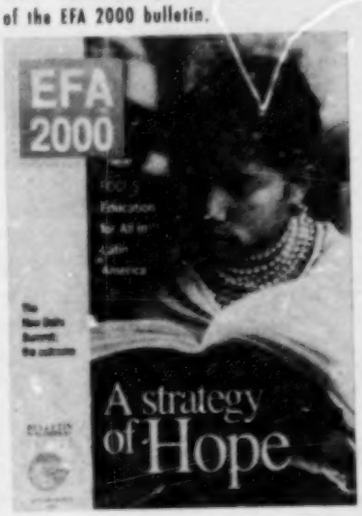
Manuels has also been prepared to help teachers improve their classroom techniques. *"We want to reinforce the capacities of the personnel we have. This is particularly important for the men and women working in the 230-odd one-teacher schools in remote areas,"* says Bernal.Structured questionaires prepared by education experts are provided to help school committees to regularly evaluate their efforts, to identify weaknesses and make any necessary adjustments.

Funds are now being sought for the project's second phase which will see it spread throughout the country's school system. *"We need another $2.5 million to do that"* admits Bernal *"but we are fairly sure that the results so far will prove convince potential donors."*

This tiny Latin American nation, sandwiched between Nicaragua and Panama has already proven its commitment and its capacity to innovate in this domain. Primary schooling has been compulsory since last century and, in 1949 the government abolished the army and turned the military budget over to education. *"Investing in Costa Rica's education"* smiles Bernal confidently, *"is a good bet."*

Sue WILLIAMS

Education for all in Latin America comes under the microscope in the latest edition of the EFA 2000 bulletin.



Titled **"A STRATEGY OF HOPE"**, the bulletin presents an overview of the situation in the region, which has made great strides in getting children into school but has not been able to ensure a quality education for them. Repetition and drop-out rates are high and academic achievement unacceptably low. The EFA 2000 bulletin also looks in detail at the reforms undertaken by Brazil and Mexico to overcome these problems.

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LOOKING AHEAD

[redacted] A Group Experts will meet at Headquarters from May 16 to 20 to set up an **INTERNATIONAL SYSTEM FOR ENERGY EXPERTISE AND KNOWLEDGE** and develop UNESCO'S Energy Database. [redacted] From May 23 to 27 the **WORLD CONFERENCE ON NATURAL DISASTER RISK REDUCTION** will take place in Yokohama (Japan). UNESCO's contribution will, notably, concern the development of early warning systems. [redacted] **WORLD DAY FOR CULTURAL DEVELOPMENT** will be celebrated throughout the UN system on May 21; **WORLD DAY FOR WATER** on May 22; and **WORLD ENVIRONMENT DAY** on June 5. [redacted] At the **WORLD CONFERENCE ON SPECIAL NEEDS EDUCATION:** Access and Quality, in Salamanca (Spain) from June 7 to 10, the about 300 participants will discuss policy and legislation, school quality, community perspectives, partnerships and networking. [redacted]

OUR NEXT DOSSIER will focus on the links between **CULTURE AND DEVELOPMENT** in line with the preliminary deliberations of the World Commission on Culture and Development.